Stanislaus County Office of Education
Regional Partnership To Assist Low-Performing Schools

Stanislaus' School Support Network

County's Demographics: Stanislaus County serves 27 districts in the central valley region. Approximately 95,100 students attend a public school in Stanislaus County. Over 38 different languages are spoken by children within Stanislaus with the four largest districts within the county reflecting 22% of their population being English language learners. The racial and ethnic makeup of Stanislaus is also diverse with 51% being Caucasian, 38% being Hispanic origin and 5% Asian. Almost half of our students (49%) come from homes receiving free or reduced meals.

Although student performance is on the rise within Stanislaus County, less than half of them (48%) are testing at or above the 50% on the SAT 9 for reading and its just a bit better in math, where 53% of the students are achieving at or above the 50% for total math. Currently 31 schools within the county have an API score at or below 630 and 18 schools have similar rankings of three or less.

Eighteen months ago, Stanislaus began their School Support Network for eight eligible underperforming schools. Since that time all eight sites have exceeded their State growth target, three sites raised their API by over 100 points and another two campuses by 75 points. All of these sites moved their similar ranks by 2-3 points. Currently the range of similar rank for these schools are 7-10 whereas a year ago it was 3-6.

Pre-existing Regional Partnerships: Stanislaus is an active member and leader within Delta Region Six. Many regional partnerships exist to assist county, district and site efforts. They include:

Literacy: Regionally, many opportunities are offered in the area of preK-high school literacy. At the preK level, Stanislaus is currently involved in a three-year federal project that focuses on working with young children from migrant homes and providing extensive, research-proven practices to assure proficiency of English reading and writing within the first three years of a youngster's formal education. As of the 2001-2002 school year, Stanislaus will be the first county in Northern California to coordinate the HIPPY program (Home Instruction for Parents of Preschool Youngsters) which is another literacy effort that focuses at the PreK level. Three districts within the county are involved in these two PreK efforts and all have schools participating in the School Support Network.

Stanislaus is one of four counties in California serving as a Middle School Demonstration Service Center for the purpose of intensive, reading intervention. With a service region that extends well beyond Delta Region Six, the efforts in this grant include establishing middle school demonstration sites from Tulare to Monterey that are implementing schoolwide efforts in the area of differentiated reading intervention. Priority criteria for involvement within this grant are sites that have large populations of underperforming students, with populations that reflect high poverty and high diversity. As of next year Stanislaus will coordinate literacy intervention sites within San Joaquin, Fresno and Stanislaus counties, with efforts to extend to Monterey by the spring of 2001.

Mirroring the efforts of the Middle School Demonstration Project is Stanislaus' leadership role within the Secondary Reading Support grant. This regional grant works hand-in-hand with the 7-8 grant in establishing schoolwide literacy intervention efforts in additional middle schools, as well as high schools within the region. As of the 2001-2002 school year, this grant is extending their 7-12 efforts to include grades 4-6. Capitalizing on the early success of this grant, Stanislaus has identified five additional sites 4-12 that will operationalize schoolwide reading intervention this fall. Not only do all of

these schools have high percentages of underperforming students, several of the sites are involved in the official II/USP process and are found in both Stanislaus and San Joaquin counties, as well as several of these sites are currently involved in Stanislaus' School Support Network.

Within all the regional literacy efforts noted above, in addition to initial training and coordination efforts, it should be noted that these schools receive on-going technical assistance, training, coaching, support and monitoring from Stanislaus County Office's literacy department. Pre/post and on-going data is collected and participating staff are provided on-going opportunities for reflection and collaboration. All literacy efforts are focused at providing a two-tiered level of support - (1) small group, differentiated instruction, and (2) scaffolded, standards-based, grade level core instruction. For sites involved in the School Support Network, Stanislaus' literacy grant efforts will be used as a resource for training and support. Such services will address the need for equipping staff with an informed knowledge base of research-proven strategies and program options and with technical assistance in establishing differentiated intervention services based on data related to student needs.

AVID: Working as a team, the project director in Stockton and the project consultant in Modesto work with existing AVID sites, while dealing with the issues of recruitment and program implementation. Participating sites are selected based on their percentage of under-represented student populations attending college. In the last two years, schools offering AVID programs have doubled within Region Six. On-going network meetings and trainings are provided for AVID sites and a regional newsletter keeps everyone informed about the various aspects of the program and the various sites involved with the program. AVID is a successful model of differentiated intervention that is yielding high achievement gains. For secondary schools involved in the School Support Network, AVID will be a resource for providing differentiated assistance in supporting identified student participants.

BTSA/PreIntern - Within the region, Stanislaus' BTSA/PreIntern projects serve over 300 teachers within four of the five counties within the region. Several of the larger districts, as well as San Joaquin County are large enough to have their own BTSA project. Much collaboration takes place with all these partners, with most opportunities extended to all participants, regardless of which project they are connected with. Currently San Joaquin is servicing the regional needs at the Intern level. A regional, advisory board oversees all these efforts and meet on an on-going basis. For schools within the School Support Network finding themselves with newly credentialled staff, BTSA can offer assistance in not only working with the California Standards for the Teaching Profession, but it is providing assistance to new teachers in their implementation of standards-based instruction and assessments.

S4 - Services from our region's S4 director integrate nicely with other regional efforts. In addition to the on-going support provided to Title I sites moving from targeted assisted to schoolwide, much of the focus from S4 is placed at working with high poverty, high diversity schools that have large numbers of underperforming students. A tremendous amount of support is offered to these schools in analyzing student achievement data and in making data-driven decisions. All of these efforts help districts and their schools to implement standards based curriculum and assessments. Schools participating in the School Support Network that qualify for S4 support have already or will be taking advantage of this additional service.

Standards and Assessment - Serving as co-leads, Stanislaus and San Joaquin work closely to provide numerous opportunities in the area of standards and assessment. In addition to providing updated information and guidance regarding the State assessment system, regionally schools have on-going

opportunities in such things as data-driven coaching, vertical teaming, backwards curriculum mapping and standards-based assessments.

As of May, the region will begin a yearlong network coordinated by Stanislaus' Literacy Lead and WestEd regarding standards-based accountability. This project will equip district and site teams with the knowledge, skills and experience needed to provide districtwide leadership in the area of standards alignment and accountability. Literacy as its lens, district/ site teams will be trained using the eight step process developed and used with the reform efforts in Brazosport Independent School District in Texas. Under the leadership of Dr. Gerald Anderson and Dr. Patricia Davenport, district and site leaders will be trained as facilitators. County and WestEd staff will coordinate yearlong, training efforts as the district and site facilitators begin to implement a standards-based accountability process within one of their school sites. Site selection will focus on schools that have high percentages of underperforming students. Having had a year of training and implementation experience to support their efforts, districts will then move to a district-wide implementation model in Year II. These efforts will be integrated into the School Support Network and will be a part of the twelve-month follow-up work involving the implementation of the Action Plan.

ELL Teacher Certification (BTTP) - Not only are regional efforts maintained in supporting teachers with their BCLAD and 1969 certification and SDAIE strategies, but also training and support are being offered in the administering of the new ELD assessment and in the implementation of the ELD standards. Whereas some of these trainings are incorporated into the School Support Network trainings, the availability to all of these services is extended to the participating School Support Network sites.

1882 Professional Development Consortium - Although much of the work of this consortium is indirect service to sites, the work done within this office is extremely important in that it serves as the major conduit for regional coordination, focus and collaboration. Working from a multi-year action plan, five times throughout the year, regional representatives come together in an advisory capacity for the purpose of reflection and renewal .Regional support for underperforming schools is a major goal for this committee and it is through these scheduled meetings that regional resources and efforts are coordinated and tightly aligned to provide maximum service and support. Areas of major emphasis are data analysis and coaching, facilitation training for assisting sites in educational reform, and in standards-based instruction and assessment systems.

Barriers to student achievement/success: There are many barriers to maximizing student achievement and success. Some common barriers schools face include-

(1) ***Schools*** are under a tremendous amount of pressure to make improvements while still maintaining their primary role of schooling. Due to ***lack of time for collaboration,*** efforts are often disjointed, poorly articulated and only partially implemented.

(2) Although well intended, many school reform efforts are ill informed, due to the ***lack of data and data analysis***.

(3) ***Inadequate preparation and training*** often occurs and as a result participating staff are not provided the in-depth knowledge, understanding and application needed to assure commitment and quality implementation.

(4) Too often training and support are limited to only initial training instead of addressing ***the need for in-depth training, coaching, reflection and collaboration with fellow educators***. These are necessary if consistency and fidelity are to be assured.

(5) ***The need to provide research-proven differentiated intervention* *is often a barrier*** found in underperforming schools. This must be provided for if students are to benefit from additional opportunities that address their specific needs while still having them be part of the rigorous, core program.

(6) ***Strong parent connections and communication must be established*** in underperforming schools. Parents must be kept informed as to how their children are doing and how best they can support their children's academic growth.

(7) ***A focused and aligned, standards-based system with on-going feedback and accountability is required*** if student achievement is to be maximized.

Goals: The goal of the School Support Network (SSN) is to develop a model of sustained regional support that not only provides specific assistance to districts with schools servicing large numbers of underperforming students, but also serves as a replication support model for other counties and regional service providers throughout the state. The model will demonstrate a high level of effectiveness in providing a systemic approach to the brokering and coordinating of county office, district and regional resources. These resources will be dedicated to improving the capacity of districts and schools to increase the academic performance of their students.

Solutions: The School Support Network is designed to provide a systematic approach to assisting schools with their districts in effectively dealing with the identified barriers, of which some of the more common ones are noted in the above section. Closely mirroring the process used with schools involved in the official II/USP process, each school is partnered with a trained, county consultant and district representative. This team, working with the site administrator, will function as a team in assisting the site for six months as they experience the stages of preparation, data collection, report of findings, investigation within subcommittee work, and action plan development. What makes this network so powerful is that the partnership will continue an additional twelve months for the purpose of action plan implementation, support, monitoring and program evaluation and modification. The goal of the School Support Network is to systematically address each of the barriers that are identified in such a way as to eliminate, or at least minimize its negative impact on student achievement.

Although the process of support is systematic, it is important to note that how each school site deals with this support and the creation of their action plan is entirely individualized based on their strengths and needs.

When dealing with the common barriers for instance, the School Support Network provides for the following systematic strategies:

1)   In dealing with the barrier of *lack of time,* the network will require a commitment of five full days of network training and collaboration over the 18-month partnership. These days will be dedicated to leadership training in the areas of data collection and analysis, standards-based instruction and assessment, research-proven, differentiated intervention and scaffolded content instruction, teambuilding and communications, ELL instruction and parent involvement (including diversity training). Within each of these network training , scheduled time will be provided for network collaboration and leadership team 'working time'. Each leadership team will be comprised of the school principal, key support staff, classroom teachers, a parent, a district representative and in some cases, a classified representative.

The majority of other School Support Network opportunities will be dealt with outside the instructional day through the use of buy-back days, weekends and afternoon/evenings.

Training modules and resources will be developed for each of these identified training opportunities so that replication and dissemination can take place. A facilitation guide will accompany each of these training modules so that counties and districts can continue to support capacity-building efforts throughout the system.

In addition to network days, each site will develop a working SSN calendar to use existing meeting structures in new ways. For instance, some of the site's staff meetings will now be dedicated to subcommittee meetings. Monthly site-based leadership meetings will be scheduled for the purpose of providing support, direction and monitoring to the School Support Network process. The county consultant and district representative will attend all leadership team meetings but the level of involvement at the subcommittee level will be dependent on the needs of the site. At minimum, the county facilitator and district office representative will participate in one of the subcommittees and will help to monitor the others through site-level, subcommittee chairs. The time commitment on the part of the county facilitator and district representative will average 10-16 days up through the action plan development and approximately 6-10 hours per month during the follow- up and monitoring year.

Guidelines for leadership team and subcommittee selection, the development of ground rules and a list of guiding principles and critical questions will be developed for dissemination.

Strategies for focusing regularly scheduled staff meetings on schoolwide action plan efforts will be identified and will be addressed within the SSN action plan. Department or grade level meetings will take place for the purpose of standards-based implementation and the analysis student work and assessment data. The development of a resource guide noting replicable activities and discussions for these purposes will occur so as to assist other sites, districts and counties.

2) Working as a team, the site administrator, county facilitator and district representative will be trained and will in turn train the leadership team in ***data collection strategies and data analysis***. It is the site's leadership team, coupled with the principal, district and county representative that will train all other staff in collaborative conversation focused at data collection, disaggregation and analysis. A trainer-of-trainers resource manual will be developed to assist in this endeavor. Districts and sites will also receive assistance in improving their local assessment systems and aligning them with the standards.

Data-driven decisions require that all analysis of student work and assessments be disaggregrated into all significant student subpopulations. Training on how to do this, on how to identify trends and keep on-going data records will be provided. Not only are overall growth patterns important but staffs will be able to identify the rate of growth occurring. This is important if we are to 'close the gap' between all subgroups. Accelerated intervention must be provided for and monitored to see that it is achieving maximum results.

Districts will be trained on how to analysis their local assessments to see if their measures are not only aligned with the California assessment system and standards but also to see if their local assessments are predictors of student achievement as measured by State assessment.

Leadership teams will be involved in the Stanislaus Standards-based Accountability Network and will be taught a formal process of assisting sites on reaching common agreements about the standards, identifying 'essential or priority standards' for each grade level and then learning strategies to assist the site in calendaring the standards and in developing/purchasing pre/post assessments aligned with each essential standard (or cluster of standards). Districts will be supported in year two in taking this standards-based instructional and assessment model and implementing it districtwide.

3) Assisting districts and sites in ***adequate preparation and training*** so that staff members are informed and knowledgeable, will occur in two ways. First, initial training within the network will address the issues surrounding the critical components found in high poverty, high performance schools. The effective schools research will also be shared. This training will be presented by county and district staff, while district and site leaders facilitate dialogue and conversation within their leadership team. A entire series of 'training modules' will be created to accompany this trainer-of-trainers model so that districts have adequate and appropriate resources from which to draw from when designing schoolwide implementation plans.

       The other place where preparation and training will take place is within the subcommittees. The work of the subcommittees will be supported by the county facilitator, the district representative and site administrator. In some cases it will be one of them acting as a subcommittee lead, while in the case of other committees, a member of the leadership team will act as the committee lead. In all cases, each subcommittee will investigate their area of focus for effective research findings, and in the case of several committees, visitations to other sites as well as resources directly related to the focus area may be brought in for committee consideration. All staff members will have the opportunity to sit on one of the subcommittees and a charge to all committee members will be to share their investigation findings with the rest of the staff. Although each subcommittee must prepare a report to share with the staff, complete with recommendations for action, it is through staffwide conversation that a final recommendation will be forwarded to the leadership team for consideration.

4) C***ollaborative dialogue and reflection*** occur throughout this entire process. The components of ***on going training, coaching and monitoring*** will also be systematically addressed. Coaches working with these sites will be supported by a Coaches' Network that is provided through the Stanislaus County Office. Although specialized sessions will be provided for coaches dealing with specific program/strategy implementation, the major focus of this network will be at facilitating instructional guidance in direct, explicit instruction, scaffolding techniques, standards-based instruction and assessment and in supporting and monitoring the components of the action plan that deal with instruction and curriculum.

       Coaches within this network will receive side-by-side coaching by regional staff and will have the opportunity to receive competency-based, coach certification. Such certification will require a series of "practicuum field experience' and a demonstration of competency. This coach's network will be created with widespread dissemination in mind. As of year two, Delta Region Six will partner with their newly certificated coaches to offer to district, county and other regional support providers throughout the state, a trainer-of-trainers model for replication efforts within their own region. It is the goal of the School Support Network to provide as many common training efforts as possible, thereby brokering the various regional support structures so that schools aren't left on their own to deal with the needed services and resources.

5) A tremendous amount of emphasis will be placed on the ideas surrounding the concept of ***research-proven, differentiated intervention.*** One of the guiding principles of the School Support Network is the need to provide a continuum of research-proven support mechanisms based on the assessed differentiated needs of the students. By providing training and support in this area, county, district and site personnel are sending the clear message that 'one size does not fit all and decisions must be based on the assessed needs of the students we are trying to serve. This concept can be somewhat 'overwhelming' for staff and as a result, one of the focuses for visitation will be to visit sites with 'like demographics' where research-proven, differentiated intervention is in place and is showing effective

results. Stanislaus County serves as a state leader in this area, in particular, within the area of literacy intervention. Formal and extensive support structures are in place for training, coaching and assisting sites with the implementation of differentiated intervention.

Replication in this particular area must be dealt with carefully. Although providing districts and other service providers resources to assist in the training of the concepts and principles dealing with the issues of research proven, differentiated intervention, it is quite another thing to have them do the actually training of the programs/strategies themselves. Rather, experienced consultants and trainers with specialized expertise and experience are needed once the district has made program/strategy selection decisions. A resource guide for validated, research-proven intervention programs and strategies will be provided, along with contact information regarding trainings and trainers. When this involves literacy, Stanislaus County has experienced, and in many cases, nationally certified trainers for most research-proven programs and strategies.

6) District, site and county personnel will assist teams and sites in strengthening local attempts to improve and expand on ***parent involvement*** and partnership opportunities. After reviewing the research from The Family Is Critical to Student Achievement by Anne Henderson and Nancy Berla, the School Support Network with use Joyce Epstein's framework of parent involvement out of John Hopkins University to frame their efforts in this area. A community needs assessment will be administered and an action plan to address the six areas of parental involvement will be developed with parent and community input. Strategies for dealing with each of the six parent involvement types will be made available to all participants. Dr. Epstein's framework not only defines the six types of involvement, it provides a list of sample practices and activities to enhance each, the challenges inherent in fostering each type of parent involvement as well as the expected results after implementing the recommendations.

The parent involvement subcommittee and action plan will also address the need for assisting staff in developing strategies and techniques for ***improved parent communications.*** This is particularly true in assisting parents to better understand grade level standards and academic expectations. The district and site will be encouraged and will be provided assistance in moving towards standards-based reporting forms, if they haven't already done so. Existing resources in this area will be shared with the leadership team and subcommittees.

A training using Ruby Paine's materials will be provided for participating sites. The sites' leadership teams will in turn go back and share their 'new learnings' with all staff members. The characteristics of poverty is the focus of this training and strategies to improve home-school connections, resulting in improved student performance will be highlighted. Information will be provided to districts and other service providers interested in becoming certified to train with Ruby Paine's materials.

7) The need to establish a ***standards-based instructional system with an accountability feedback loop*** has been loudly echoed throughout this document and is strongly supported in almost all regional efforts and resources. SSN sites will participate in a yearlong network coordinated by the region's literacy lead and WestEd regarding standards-based accountability.

Using Dr. Gerald Anderson's six step process, this project will equip district and site teams with the knowledge, skills and experience needed to provide districtwide leadership in the area of standards alignment and accountability. Having had a year of training and experience to support their efforts, districts will then move to a district-wide implementation model in year II.

Many additional resources exist within this entire area and will be provided to participating districts and sites with suggested guidelines and procedures for infusion. Such resources involve the fine work of such people as Jim Cox, Dennis Fox, Doug Reeves and Grant Wiggins.

Activities: After eighteen successful months of service within the Stanislaus Schools Support Network, the districts within Stanislaus County have requested that this systemic approach for supporting low performing districts and schools be part of a newly revised, differentiated school support structure for schools within Stanislaus on the eve of possible PQR revision.

Although any school can request to be part of SSN, schools getting first priority will be those with similar rankings of 1,2,3 OR where the difference between State range and similar rank is greater than two, OR where a school has not made its growth targets.

Schools selected for consideration will be required to attend an orientation with the site administrator, one or more staff members and a district representative. Orientation will cover the purpose, process and timeline involved in SSN and the obligation and role of the district, the site and the county office of education. Interested sites and districts will enter into an agreement contract and for the next six months, the data collection process begins.

District representatives will attend a training session that covers all the various aspects of the six-month data collection process and the development of the Report of Findings. As a team, the assigned county facilitator, a team of county consultants and the district representative will begin to collect and submit various sources of information: School Plan, staff and credentialling information, lesson plans, discipline records and approximately twenty other site and district data sources. Additionally, the team will conduct town hall meetings and will distribute staff, parent, and when appropriate, student surveys. Due to the confidential nature of staff interviews, only county personnel will conduct interviews. Surveys, and town hall responses will be disaggregated according to track, grade level and student subgroupings. All surveys and town hall questions will be translated into the school's major languages. Results will include numerical ratings as well as narrative comments.

Data will also include classroom observations. District and county personnel participating in classroom observations will "trial run" classrooms observations within a training session for purposes of calibration, before going out as a team of two for the official classroom observations. Observations entail visiting every classroom and every teacher for 20-30 minutes.

A trainer-of-trainers institute for district staff will be provided in the area of test analysis. Participants will be taught how to identify trends (1) year to year for the same cohort, (2) year to year for the same grade level, and (3) the same in #1 and #2 for each of the school's significant sub groups and in identifying the lowest two quartiles. Aligned with the California Language Arts and Reading framework, it is these two bottom quartiles (0-25% Intensive and 26-49% Strategic) that explicit, systematic intervention must occur. Sites will be trained and later facilitated in the development of a site action plan where intervention efforts must be established for the strategic and intensive students within reading, mathematics and language.

Once intervention is underway, it is the local assessment system that will monitor the growth and improvement of these students. District and county staff will work hand-in-hand with each participating site to establish this data-driven intervention and monitoring system.

It is through the Report of Findings that sites will begin to narrow their focus on the critical barriers to maximizing student achievement. Training will be provided by county and district personnel as trends and common barriers between all SSN sites are identified. Site-based leadership team 'working time' and entire, network collaboration opportunities will be provided for adult learning and sharing to

occur. All trainings and collaborative activities will be captured in a training binder for later use when providing dissemination training to interested districts, counties and service providers.

It is at this point that district personnel will receive additional trainer-of-trainer support as the first six months of data collection comes to culmination with the Report of Findings and the next four months of action plan investigation and development begins. Although participating schools will have some common findings within their report, it is at this point that more and more individualized work begins to happen on site with both the leadership team, as well as with the entire staff. Subcommittees are established for each of the major finding areas. District and county personnel not only facilitate one or more of the subcommittees, but they begin to nurture the leadership potential of leadership team members as they assist with one of the subcommittees. Training requiring ground rules, consensus building and problem solving will be provided through the county and district partners. Additionally, guidelines for accessing research-proven programs, strategies and options will be agreed upon and provisions for visitations will be provided. The leadership team will meet frequently at this point so that they in turn can keep all staff informed as to the progress each subcommittee is making. All investigation work must remain focused on the selection of (1) research proven methods, and (2) data showing that the investigated effort is in fact making a difference with students that reflect the same makeup as the students at the participating site.

Perimeters for this investigative phase, complete with subcommittee guidelines for instructional decisions and the training regarding group dynamics will be documented for dissemination.

Lastly, this process will enter the last ten-month period of action plan implementation, support and monitoring. Although the first eight months of this support network is critical, it is these last ten months that set this process apart from all others. Too often schools are assisted in the planning but rarely do they get assistance in its implementation. When we view this in terms of coaching research, we begin to better understand the complexities of change. Just as only 5% of teachers ever implement the ideas, strategies and/or new behaviors they learn about in training, so it is with action plan development. It isn't until a coach is introduced into the mix, that staff development moves from a 5% effectiveness rating to 85%. Schools too require this level of assistance. While in the action plan development and implementation phases, much emphasis is placed on getting coaching support started for participating schools. Whenever new intervention mechanisms are put into place, sites are encouraged to identify a part-time or full-time instructional facilitator/coach. A coaching network for the purposes of training and support is offered by Stanislaus County and it is hoped that sites will support personnel through involvement in this network. In the case of literacy, and soon in the case of mathematics, Stanislaus County has consultants that can offer coaching services for an initial period of time for not only providing direct demonstration and feedback services to the site, but also for the purpose of mentoring site-selected coaches. A summer training and practicuum course for literacy coaches is also in place by the Stanislaus' Literacy department and is offered for Stanislaus, San Joaquin, Fresno and Merced counties. Summer practicuum will focus on specific, research-proven programs in the area of intermediate and secondary reading intervention.

Sustainability of Service Delivery Model : Sustainability within Stanislaus will take place through what once was the PQR county consortium. The districts within the county have worked hard for the past nine months in reorganizing a system for on going school support. The system outlines three different levels of school support. One of the levels is SSN- the Stanislaus School Support Network. Although open to all interested districts and sites, top priority will go to schools that have an API similar ranking of 1,2 or 3, OR where their State ranking and similar ranking have more than a two point spread, OR for any school that did not make their growth targets. Schools can access this consortium school

support system as frequently as they wish, but districts have agreed to put schools on a four-year cycle of support at minimum. A consortium fee will be charged each participating schools, just as within the PQR consortium, but a sliding fee scale is being finalized according to the level of support the school selects.

Replication and Dissemination: It will be critically important that not only do replication and dissemination efforts include actual training, but that resources and mentoring occur so that the 80% effectiveness rating found in coach-supported efforts, also show strong transfer when replicating efforts for training regional partnerships in assisting low performing schools.

Three different levels of support are required within this training effort:

(1) *Training for county and regional partners* will be focused at replicating regional support efforts for low performing schools. These service providers will be taught how to train and mentor partnerships with district personnel, while providing direct services to low performing schools within this eighteen month cycle of support.

In this first year, efforts will center on creating training materials, resources and offering no less than one statewide training opportunity for interested county and regional partners. The training will occur in Modesto so that within this three day training, practicuum with past SSN sites can occur at the level of classroom observations, establishing trends for the Report of Findings based on mock data (including the analysis of assessment data), and leading a mock leadership team discussion (with a past SSN site) centered around action plan development and needed subcommittee work based off a mock Report of Findings. The various training modules will also be shared and modeled. Each county and regional partner will be paired with a past SSN district representative, so that the partnership with districts can be experienced.

(2) *Training for districts* will emphasize the different roles of training and support districts will provide with county assistance, within this eighteen month cycle of support: data collection and analysis, the development of the Report of Findings, action plan investigation and development, and the support and monitoring phase of the site's action plan. This two-day training will partner with the county and regional partner training for one day while being provided practicuum at the level of classroom observations and establishing Report of Finding trends. A separate training day will also occur however so that training participants can hear first hand from previous district partners on what their role is and what support mechanisms need to be in place at the district level if they are to maximize differentiated assistance to their low performing sites.

(3) *Training for participating school sites* must always remain a top priority for this is where "the rubber meets the road'. The School Support Network is only as effective as the schools they serve. Existing participating sites will be asked for feedback regarding the support and training they received so that improvements can be incorporated into the various support mechanisms, training and resources provided them. Several of the existing School Support Network sites have shown an interest in 'mentoring' new SSN participants. This mentoring structure will be developed over the course of next year.

The new SSN cycle will begin as of September 2001 with replication training being offered to districts, counties and other regional partners in April and May of 2002.